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An intensive summer Spanish course conducted at the University of Wisconsin in 1965 for graduate social science majors studying in the Latin American area studies program is described. After outlining the details of the experimental course based on the "Modern Spanish" package and discussing its special implications for modern language teachers, the article focuses attention on a sampling of representative replies made by the participants to a comprehensive questionnaire concerning the effectiveness of their language study. Also included are some observations on the questionnaire results and class performance. (AF)

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"MODERN SPANISH" IN AN INTENSIVE PROGRAM FOR GRADUATE STUDENTS: AN EXPERIMENT AND SOME REFLECTIONS

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One of the aims of the NDEA Title VI graduate fellowship program is that of equipping social scientists with meaningful audio-lingual fluency in the language of a critical world region. Specifically for Spanish, there is a genuine need for social scientists, trained in Latin American area studies, who have fluency in the language for a career or service of one kind or other involving the Latin American area.

Graduate students specializing in Latin American Studies, whose major interest has generally been a social science rather than Spanish, or any other language for that matter, seem to distribute themselves into at least four categories so far as previous language training is concerned: (1) those who studied Spanish as an undergraduate, during their freshman or sophomore years, or perhaps in high school, with a training essentially of the grammar-translation type; (2) those who studied a language other than Spanish, usually French, German, or Latin in high school, or French or German in the early years of college; (3) those who may not have studied a foreign language at all (happily, a steadily diminishing number) or so little as to represent a negligible experience either in acquisition of language skills or in sophistication where the study habits in learning a foreign language are concerned; (4) those who may have been exposed to some form of oral approach, in which for one reason or another, the audio-lingual competence or residue is too limited for effective use.

Graduate students who lack the linguistic competence and fluency which they need ordinarily find three avenues open to them: (1) attendance at regular courses for beginning or perhaps second-year students; (2) attendance at special sections set up for them during the academic year; (3) participation in an intensive summer language program emphasizing audio-lingual skills. The first two alternatives have disadvantages: the study of a language is competing with the pressures of the regular graduate program of studies, comprising course assignments and examinations, seminar papers, preparation for Ph.D. preliminary examinations, thesis research, to say nothing of the student's serving as a teaching assistant, project assistant, research assistant, or whatever. Moreover, the student may find himself in a regular course, moving at a pace not suited to his needs, or conducted in a manner, methodologically speaking, which is at variance with his aural-oral objectives. The intensive summer language program, set up along audio-lingual lines, though not without certain disadvantages, is clearly the best solution to the problem.

During the summer of 1965, we established at the University of Wisconsin an intensive Spanish program, limited to a maximum of fifteen graduate students at the university, all but one of whom were specializing in one of the social sciences. The group was homogeneous in the following respects: all had had one or more years of graduate work in their field; some, in fact, were in the process of working on a doctoral dissertation; none had been a foreign language major in his undergraduate career nor, so far as we could determine, was linguistically gifted; all were highly motivated since, whatever their major field of interest, they were drawn to Latin America as an area of concentration. Moreover, all, whatever their previous study of Spanish (and some had studied the language in recent years)

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felt that they needed such a program and had little confidence in their ability to use Spanish for all practical purposes. All were recommended by faculty members in our Ibero-American Studies Program or in the university's Land Tenure Center as students who needed and could profit by this training. The group was mixed in the sense that some had studied Spanish previously, others had not.

To provide audio-lingual training for this group of students, we devised a program which utilized three instructors (two graduate student teaching assistants and myself, none of whom was a native speaker of the language), a schedule of four class hours from 8:00 A.M. to 12:00 noon, a required and supervised hour in the language laboratory from 1:30 to 2:30 P.M., five days a week for eight weeks. The total of some 200 contact hours in class and the language laboratory was supplemented by a number of hours each day of outside study. The materials of the course consisted of the first edition of the MLA project *Modern Spanish;* the revised edition of the *Instructor's Manual* accompanying the book (sample tests and English-Spanish Translation Exercises were made use of); the records of the dialogs, which were purchased by the students for home study; the tapes of the dialogs in all three formats and of the pattern drills, which were used in the language laboratory; the films of the dialogs, which were used in class; and the *Visual Grammar Posters,* prepared under the direction of William E. Bull, which sought, according to the *Manual of Instructions* accompanying the posters (p. 13), to cover grammatical and syntactical points encountered in *Modern Spanish,* though not every syntactical point in *Modern Spanish* had been treated. With the exception of film strips, we utilized the total *Modern Spanish* package.

I was moved to devote a summer to this program for several reasons, apart from the manifest need for such intensive training on the part of our graduate students with a Latin American area focus. For one thing, I was convinced that while intensive summer language programs have been carried out in the non-Western languages including, by an elastic definition of "non-Western," Portuguese and Russian, there has been less concern with Spanish, as the language for such programs, doubtless because it is so widely studied in our schools, there are so many courses available almost anywhere, and many schools offer beginning and intermediate classes during regular summer sessions. Secondly, I was curious to know how students with no previous study of Spanish might compare in achievement with those who had already studied the language in some formal way. Thirdly, as one of the members of the writing committee of *Modern Spanish* who has taught the book, I was interested in testing the impact upon graduate students of the audio-visual aids having relevance to the text. I had not, for example, used the films before, nor had I made use of the *Visual Grammar Posters* in conjunction with the book. Would graduate students dismiss such material as unsuited to their maturity level or would they find them interesting and pedagogically useful? What would be their reaction to the use of the records as part of home study and to the taped materials in the language laboratory?

An intensive language course taught by three instructors rather than one requires careful class hour by class hour preparation and planning. While a tight schedule is essential, it ought to be subject to modification in the course of the summer if experience so dictates; and it should not be so formalized that the course is deprived of any spontaneity whatever. I have long felt that in the debate as to whether it is the teacher or the textbook that determines the effectiveness of a language course, a good teacher teaching an inadequate textbook is a waste of a good teacher; a good textbook taught by an inadequate teacher is a waste of a good textbook; classes should be taught only by good teachers using good textbooks; poorly trained teachers shouldn't be in the classroom, and inadequate textbooks shouldn't be published. The key to effective language teaching is to be found in the interaction between good teachers and good text materials on the one hand,

and between this combination and students on the other. Obviously, the more capable and motivated the student, the greater the results, and there are some factors inhibiting effective learning by some students which are probably beyond the capacities of even our best teachers and our best texts to control, certainly in a course of limited duration.

There are some lessons learned from our experience which would be of interest, I think, to Spanish teachers or to modern language teachers in general. I should like to enumerate some of them:

(1) The sequence of assignments on a particular day (in our case, the class met four consecutive hours with short breaks between the hours) should be so arranged that dialog hours and pattern drill hours should alternate with each other. As a matter of fact, the class hour should normally include both dialog practice and pattern drill practice, the proportions of each varying in accordance with the stage reached by the class in a unit. One must guard against two extremes: the possibility of doing virtually nothing but pattern drilling during an hour, which would be tiring, monotonous, and after about twenty minutes or so, progressively less productive of results. On the other hand, an effort to avoid m o n o t o n y and wearisomeness through intensive practice of one kind should not lead to an indulgence in such a variety of activities that no real skills are developed. Useful variety may consist in a combination of practice or drill in the new accompanied by review of the old, and some class hours may be so arranged as to allow for dialog practice, pattern drilling, and perhaps a reading selection.

(2) A couple of hours spent at the very beginning of the course acquainting the class with the ground rules, the importance of dialog memorization, why pattern practice is to be done at a fairly rapid rate with books closed, the reasons for the division of work between classroom, language laboratory, and home study, are hours well spent. Here it should be made clear that no new material is introduced in the language laboratory in the sense of new kinds of activities. Practice in imitation of segments of dialog sentences or entire sentences in the laboratory has followed similar activity in the classroom, the laboratory work providing opportunity for additional reinforcement, in addition to practice with those pattern drills in a grammatical section of the text which were not done in class. The records extend the laboratory to the home by providing additional dialog practice with good models. Work assigned exclusively for home study, such as the reading of cultural notes and grammatical discussions, is no less important than work done in class or in the language laboratory. The class needs to be told that those activities done in the classroom can best be done there, at the same time that we set aside for home study such activities that can safely be done at home. The use of the *Visual Grammar Posters* in class attempted to provide additional experience with grammatical conceptualizations through concrete and visible situations.

(3) The class, consisting as we have said, of graduate students presented all the classical obstacles to language learning in the New Key: they were visual bound and not accustomed to depending largely upon the ear; there was some built-in resistance to memorization, even if memorization involved the assimilation of a realistic dialog; the students were not accustomed to responding quickly to a verbal stimulus, as was necessary with pattern drilling; interference from English was very great; language learning habits acquired from earlier language study experience provided an additional impediment.

(4) Special mention should be made of another source of interference. Students are conditioned to a classroom situation in which they say very little, frequently nothing, in the course of the hour, find little need to listen carefully to responses made by their fellow classmates, and, in general, are passive recipients of information handed to them in lecture form by the teacher. They are not accustomed to being called upon with any frequency in class and are not used to being alert for any sustained period of time. Furthermore, alertness is expected of them in an audio-

lingual class for the development of skills at a time in their lives when mental alertness is associated with the comprehension of concepts in content subjects in the humanities and the social sciences. The obstacles to language learning enumerated thus far are by no means insuperable, but they must be faced realistically and dealt with intelligently and sympathetically. An occasional reminder to the class of the kind of obstacle apparent in a classroom session helps to enable the students to understand their own difficulties, gain their cooperation and desire to do something about them.

(5) An intensive class with a schedule such as ours suffers, in the nature of things, from at least two disadvantages: (a) when quizzes are given frequently (and we gave thirteen in the course of the eight weeks, the questions having been drawn from the sample tests provided in the *Instructor's Manual*), they are given when the students are expected also to have prepared assignments for several class hours, so the amount of time taken to prepare for each quiz is quite limited; (b) the concentration of work into units of four class hours a day does not provide the free time for fairly comfortable digestion of the material. These factors must be taken into account in assessing the progress of the class and in interpreting the results of quizzes. Possible economies may be made in the longer cultural readings and in some of the pattern drill exercises, and we were compelled to make such adjustments when the occasion so warranted.

(6) The dialog practice of a unit went through three stages on three separate days. On the first day, the dialog was presented by the teacher in four steps: double repetition of segments of a sentence followed by single repetition of combined segments, with choral responses in imitation of the teacher; individual repetition of segments and of combined segments by a student in imitation of the teacher; listening comprehension of the entire dialog (the English meaning of each segment of a sentence had been provided during the first step in our sequence of four) designed largely to tune the ear to the flow of speech; finally, reading aloud of the dialog by individual students. Following the four-step presentation, the film of the dialog was shown, usually twice.

At first, we provided for additional practice with the dialog on tape in the language laboratory on the very same day that the dialog had first been presented, but we decided to abandon such practice on that day since the class obviously needed a period of home study before laboratory practice could be of much use. As homework to be done that same day, students were to practice the dialog with the aid of the records not to the point of complete memorization but to the point where on the following day they might produce much of it when given appropriate cues or by jogging the memory. On the second day, the dialog was again practiced in class, followed by the showing of the film, often twice. Additional practice was given in the laboratory that same day, and students were expected to master the dialog at home, with the aid of their records, to the point of complete memorization, which was to be demonstrated on the third day. On that day, students were to act out the roles of the dialog from memory or to provide any speech when given the preceding speech. Assimilation of the dialog was further tested by translation into Spanish of any speech given in English, an activity often done while the projector and film were being prepared for a showing. The film was shown not only with the sound track on, but also with it off, students being called upon to supply the appropriate speeches to the gestures of the actors. This last activity could usually be done only by the most proficient students. The weakest performance of the class came on the second day of dialog practice when that day happened to coincide with the third day (complete memorization) of a previous dialog. Students quite naturally spent more time on the dialog that had to be fully memorized, and so we had to content ourselves with a standard of performance on the second day of a dialog somewhat below what we would have preferred.

(7) The teacher must have a sense of the kind of exercises that prove to be the

most tiring and assign many of them to the language laboratory. I refer, for example, to person-number substitution drills involving the various tenses of a verb. If sufficient practice in manipulation of the various forms of a tense is to be provided, such drills inevitably are numerous, but they can be tiring, and so a judicious division of these drills between class and language laboratory is to be recommended. We also felt that the group was not in optimum condition by the fourth class hour to do any pattern drilling, despite the intermissions allowed between class hours, and so the schedule was so arranged that this hour was assigned to the presentation of a new dialog.

(8) In the course of the program we prepared questions in Spanish based upon the dialogs to provide some practice apart from the mimicry-memorization sessions, and we utilized the questions based upon the reworked readings and the longer cultural readings. The latter readings provided an opportunity, now and then, for *charlas* by the teacher, which sometimes tied the material to the academic experience of class members. The "Exercises in English-Spanish Translation, Units 6-24," printed in the *Instructor's Manual,* were written out to be handed in, and, as time permitted, were sometimes gone over in class.

At the conclusion of the course, we submitted a questionnaire to the students to ascertain their reaction to various phases of the course and to problems and difficulties that may have arisen. We reproduce the questionnaire here with some representative replies to each question (rather than all in the interests of space) and some observations of mine on the respective items of the questionnaire.

QUESTIONNAIRE FOR PARTICIPANTS IN THE INTENSIVE SPANISH PROGRAM

I. *What, for your purposes, seems to have been the advantage, if any, of the following language learning aids?*

(a) the records of the dialogs used for home study

(1) "The records forced me to memorize at a speed that allowed me to speak while the record was silent and before the next phrase was spoken. They formed a model on which to pattern my speech."

(2) "Without them the temptation to depend on visual aids would have been far greater. Records were crucial in memorizing dialogs."

(3) "Big advantage was in allowing you to work at home rather than spend time running to the lab for additional practice."

(4) "Helpful in first part of course. Very useful for listening and responding. In second part of course, they seemed to be of little help since sentences were not broken up into phrases."

(5) "The only advantage seems in perfecting pronunciation. Not much help in memorization."

Several students commented in a manner similar to that of no. (4) above. The reason the format of the first ten lessons was not continued throughout the remaining units was economic; it would have brought the price of the records beyond the reach of students, and we thought it important that the student have the records to work with as part of his homework.

To judge from the number of students who emphasized the fact that the use of records was advantageous in improving pronunciation (some, in fact, indicated this as the sole value of the records), one wonders if some realized the connection between improved pronunciation and increased fluency and ability in listening comprehension.

(b) the tapes of the dialogs and of the pattern drills used in the language laboratory

(1) "Use of pattern drills in the lab quite useful because the taped model never let up its speed as the teacher would sometimes do."

(2) "Helpful for listening comprehension and for insuring pronunciation. Also helpful in memorization of dialogs. Pattern drills in lab also seemed to be helpful."

(3) "Useful for pronunciation difficulties and for building a sort of residual awareness of the dialog. The pattern drills were more useful however because they gave each person a chance to tackle each sentence instead of one in twenty as in class."

(4) "The lab is where I did most of the learning of the dialogs after the initial introduction in class."

(5) "Only a help after the dialog was somewhat familiar. Served same function as the records then. Lab hour seemed to be a forced study hour and was good for that reason."

(c) the films of the dialogs used in class

(1) "Were of special benefit. Many of the dialogs had more meaning to me after I had seen them acted out. I thought that reciting the dialog with the sound track off was not only a good test of memory but an aid in memorizing itself."

(2) "Helped to place dialogs in context and illustrate gestures."

(3) "Especially good. Helped make dialog more real, helped us learn gestures and make the course more interesting."

(4) "I question the value of dialog reproduction by the students with sound track off. For many of the students there appeared too much tension (stage fright perhaps) to get much value from this. On the other hand, when two students were asked to exchange the dialog without the film, I felt that it worked reasonably well and in a more relaxed atmosphere."

(5) "Actually not very valuable, save in the respect they provided additional practice in pronunciation and provided a few cultural insights, such as gestures. At times, distracting."

(d) the visual grammar posters used in class

(1) "The grammar posters used in the supplementary fashion that they were—great. They visually brought a control which not only helped in establishing the concept, but were very helpful in recall."

(2) "Extremely helpful in making the more abstract grammar discussions of the text into a more concrete concept of what was done and why. Excellent examples of the effective use of the principle of contrast."

(3) "These might have been more useful had they been around longer. The presentation was just too rapid for appreciable retention. Had they been posted somewhere so that one might peruse them, it would have been helpful."

(4) "Very useful. Aside from the fact that additional vocabulary was often assimilated, these posters often cleared up points that were obscure or complicated in the text. Of course, in order to be helpful in the latter respect, they must be accompanied by sophisticated commentary such as was provided."

(5) "Especially helpful in retaining and learning grammar rules. One example stands out the most and that was the presentation of prepositions. This probably was because they are mostly spatial relationships and could be well presented graphically."

II. *What, for you, appear to have been the principal difficulties at the start of the course in adjusting to audio-lingual procedures used in teaching, which include: dialog memorization; mimicry-memorization; pattern practice at a fairly rapid rate with books closed; presentation of new material first through the ear?*

(1) "Dialog memorization was the most difficult. Getting material by ear was very difficult for me the first time I was exposed to this method, but it's worth the ear trouble."

(2) "The principal difficulty probably stems from the fact that through most of our lives we are taught to try to think things through and not to memorize. Suddenly we are faced with a situation in which we are told not to think. Conditional response is required, memory has not been trained and memory span is rather short. Also group responses are something new to most of us and initially I felt rather uncomfortable in sitting and regurgitating phrases."

(3) "My problems stem not from the audio-lingual approach but from the vast amount of material I had to learn, plus my aversion to memorization."

(4) "Learning to manipulate sentences rapidly. Sometimes simply remembering the sentence took considerable effort."

(5) "Remembering a lengthy passage at first was nearly impossible. Dialog practice would be easier if the English equivalents were given along with the Spanish, sentence by sentence or clause by clause, for at least four to five times."

III. *Do you feel that at the end of the course*

(a) your ability in dialog memorization has improved (i.e., improvement in length of memory span)

(1) "Ability in dialog memorization has greatly improved. Where it used to take me several hours to prepare a dialog adequately for the second day's performance, near the end I could accomplish this in an hour or so."

(2) "My memory span has visibly increased. My vocabulary has increased, thus making it easier to learn dialogs and Spanish sentence construction has become less awkward for me."

(3) "Very much so. The difference is that I now understand most of what I memorize. When stuck, I can think in Spanish. This was not possible in the beginning."

(4) "Yes. I can memorize longer segments at a time and consequently learning a dialog took less time in the last few weeks."

(5) "Slightly" (improved).

All students felt that improvement had been made, two-thirds of the class noted very considerable improvement, one-third expressed their improvement with qualifiers like "somewhat" or "slightly."

(b) your speed in adjusting to the demands of oral pattern practice has increased

(1) "Improved a great deal"

(2) "Considerably."

(3) "At first I found it difficult to understand the meaning of many of the sentences in the oral pattern practice. As the course progressed, I was able not only to understand the words, but deduce the grammar points in the practice."

(4) "Yes, but not dramatically. Responses are not automatic; they must still be channeled through some mental points of reference such as an association or rule."

(5) "Yes, but this varies considerably depending on how hard the material is and how hard I am concentrating. The hourly breaks helped considerably."

IV. *How much time on the average did you spend each day in study for the following class day?*

(1) "seven hours."

(2) "In the beginning, five to seven hours mostly spent in dialog memorization. Toward the end, three to four hours, about half of which was spent on the dialogs."

(3) "Four hours."

(4) "Two to three hours."

(5) "One to three hours."

Though there was considerable variation in the number of hours devoted to outside study per day, it would be difficult to attribute this to any single factor. I doubt that one could make a positive correlation between the number of hours of outside study and the average of test scores. Undoubtedly some of the weaker students spent a lot of time in outside study, but this was also true of the stronger ones.

V. and VI. *How much Spanish did you have previous to this course and how long ago? Do you feel that your previous study of Spanish (that is, those of you who studied Spanish before) was a hindrance, or made little or no difference?*

(1) "High school Spanish in 1946; special Spanish section here for graduate students during academic year last year. Previous recent study very helpful but got a lot out of this course."

(2) "In 1959-60, had one year and one quarter of college Spanish. Previous study made little or no difference and may have been a hindrance. Course had grammar-reading emphasis and practically all training was visual. Previous Spanish helped in the first weeks of course."

(3) "Three years of college Spanish. A help in pronunciation and vocabulary building, but previous study made little difference in grammar."

(4) "Two years of Spanish ending over a year ago, but these years were spent most foolishly, given the method used to teach me then as compared with this method. Previous preparation made little difference. Gained a great deal from this course.

(5) "Had one summer at a liberal arts college several years ago; one year of special Spanish section here for graduate students; eight weeks in Colombia: one semester here at the University. Helped quite a bit since there was an oral emphasis in previous courses but gained a great deal from this course."

Four out of the class of fifteen had not studied Spanish before. There was no direct relationship between the amount of Spanish studied previously and the average of test scores. The highest score was not made by the student who had the greatest amount of previous Spanish, and the second highest score was made by a student who had not studied Spanish before.

VII. *If we should have a similar course next summer, would you favor a class schedule from 8:00 A.M. to 12:00, with breaks at the end of each hour, and the laboratory hour from 1:30 to 2:30 (the present schedule); a schedule such as 8:30 A.M. to 11:30, lunch from 11:30 to 12:30, class from 12:30 to 1:30, and the laboratory hour from 1:30 to 2:30; or have you any other suggestions as to schedule?*

Eleven out of fifteen favored the present schedule, of whom six would have preferred the laboratory hour at 1:00 to 2:00 instead of 1:30 to 2:30. Three favored the alternative schedule given in the question (i.e., 8:30 *A.M.* to 11:30, etc.). One favored a schedule from 7:30 *A.M.* to 11:30, with a laboratory hour from 12:30 to 1:30.

VIII. *Did you find the English-Spanish translation exercises, which were closely modeled upon the memorized dialogs, a valuable exercise or could they profitably have been omitted?*

(1) "Very worthwhile chiefly because they were closely modeled on the dialogs. Not only did writing out the expressions we had learned provide additional reinforcement, but it gave practice in writing."

(2) "They were a help--much more so than perhaps writing out answers to the questions at the end of each unit."

(3) "Very useful. Not only did they provide added reinforcement for the vocabulary learned in the dialog, but they were often a source of valuable, and in my case, at least, much needed review."

(4) "Given a choice between the English-Spanish compositions and writing out answers to the questions based on the cultural readings, I decided to answer the questions in all but one since they gave more opportunity to attempt to express ideas in Spanish and to experiment with what I had learned."

(5) "As a written exercise they had little value."

With very few exceptions, the class responded very favorably to the English-Spanish translation exercises or compositions printed in the *Instructor's Manual*. These, of course, were closely modeled upon previously learned dialogs, and were not isolated sentences. It seems that the ability to turn English sentences into Spanish reasonably well gives students a feeling of confidence and achievement, so long as they are working with familiar materials and the sentences provide a meaningful context. This type of exercise may also have made the students "feel at home," since it was somewhat reminiscent of previous language study experience along traditional lines.

Because of the pressure of time, and our desire to give the class experience in writing out the English-Spanish exercises and also writing out answers in Spanish to the questions based upon the longer cultural readings,

we gave the students for a period of time a choice between doing one set of exercises or the other.

IX. *Did you find it difficult to make the transition from the oral phases of the course to reading?*

(1) "No, on the contrary I felt it helped my reading. Knowing how to pronounce helped me identify words that, when said aloud, makes their meanings clear while the spelling itself did not immediately bring the English to mind. I only regret that we did not have more practice in reading."

(2) "No, much easier to learn reading, rewarding, too, because you finally could *see* a word you'd heard and said for awhile."

(3) "No, not at all. And especially not after the fiirst three or four weeks, when I had learned to associate certain sounds with certain written constructions."

(4) "No, quite the opposite. It seems that when I am reading something, the rationale of the structure is more clear to me and I get more out of the material. My main problems then are lexical, not grammatical, idioms excepted."

(5) "No, not at all. In fact, my problem seemed to be just the reverse. I always had that feeling of trying to visualize a sentence that I was listening to."

No one found any difficulty in making the transition from the oral phases of the course to reading, and, in fact, there was some sentiment expressed that reading ability was actually facilitated by the experience with dialog memorization and pattern practice.

X. *Any other comments relevant to your experience in this course, if you care to make any.*

(1) "Would have preferred covering less material in order to gain a more thorough coverage."

(2) "By all means, keep the combined pattern replacement drills no matter how slow or painful."

(3) "Your classroom help with our memorization of the dialogs was great. Don't yield to the temptation to slight it. My work on dialogs in class was two to three times more valuable than the same time spent on my own."

(4) "At the outset I was rather apprehensive about the use of graduate students to carry the bulk of the teaching load in the course. I should like to go on record, however, as stating unequivocally that I have never had access to better teaching."

(5) "When we were learning the dialogs, I found it quite difficult to derive much benefit from the choral mimicry. There results such a cacophony that it is impossible to either think or to mimic effectively. I found the individual responses approach, on the other hand, quite helpful because each student could benefit not only from his own mistakes but also from the corrected mistakes of others. I feel that I have gotten from the course what I wanted to."

(6) "The text was extraordinary."

(7) "I feel that the idea of having three instructors (a professor and two graduate students) was an excellent one."

Space prevents the listing of many other comments, but the above are a sample. To judge from our experience, there is little or no basis for thinking that an audio-lingual course involving such a text as *Modern Spanish* cannot be taught effectively by graduate teaching assistants, but it must be emphasized that for this to be done, adequate planning and supervision are essential; the graduate assistants should be excellent students themselves with some training in modern Spanish structure and at least some introduction to applied linguistics (which was the case with our two teaching assistants), and their Spanish should represent a good model for classroom listening.

There was an occasional reservation expressed as to the value of choral practice, in contrast to that of individual responses, which reflects a misunderstanding as to the need for both, the one increasing greatly the student's practice time (choral responses), even if individual responses are lost in the sea of voices, and the other enabling him to hear himself and others with the possibility of having mistakes corrected.

Notes on the Class Performance

(1) Of the fifteen graduate students who participated in the course, the five highest examination scores (average of thirteen quizzes) were earned with the following kinds of preparation:

(a) The highest score by a man who had some Spanish in high school in 1946 and three semesters of a special Spanish section for graduate students at Wisconsin recently. He went very soon after to Argentina and found he could communicate with native speakers.

(b) The second highest score by a girl who had never studied Spanish before.

(*c*) The third highest score by a man who had a year of Spanish in college in 1962-63 and several semesters of the special Spanish section at Wisconsin since the fall of 1963.

(*d*) The fourth highest score by a man who had four semesters of high school Spanish followed by six semesters of college Spanish.

(*e*) The fifth highest score by a girl who had three years of high school Spanish and three semesters of college Spanish.

(2) Of the five lowest test scores:

(*a*) One had two semesters of elementary Spanish in college with a traditional approach.

(*b*) One had a semester of elementary Spanish in 1957.

(*c*) One had a course in Spanish at another university in the spring of 1963 and attended the special Spanish section for graduate students at Wisconsin from the fall of 1964 to June, 1965.

(*d*) One attended the special Spanish section for graduate students at Wisconsin a year ago, and followed with a summer course.

(*e*) Two had not studied Spanish before (they had the same score).

Concluding Observations on the Results of the Questionnaire and Class Performance

(1) To judge from our experience, there is no basis for thinking that mature graduate students recoil from audio-visual aids. In general, they were favorably received.

(2) The student response to the grammatical discussions in the text and to the use of the visual grammar posters with accompanying explanatory comment reflected a general interest in "grammar," in knowing how the Spanish language operates, and in developing some awareness of contrasts between Spanish and English structures. I believe it is a mistake for an audio-lingual course to omit this material even at the high school level.

(3) I should suggest that had the reworked readings and the longer cultural readings been eliminated, the class might well have suffered somewhat in motivation, and had the longer cultural readings been eliminated *in toto*, with the retention of the shorter reworked readings, the course would still have lost something in content to which college students are entitled.

(4) The general response to the materials and methodology, despite an occasional reservation expressed on a particular item, was very favorable.

(5) There seems to be some misunderstanding among some students, reinforced perhaps by the titles of some beginning textbooks, as to what "conversation" is, and how this skill can be achieved in a beginning course. "I would have liked to see more time alloted to actual conversational situations in the class" or "Composing and delivering short speeches, giving five minute extemporaneous speeches should be very helpful" or "There should have been more informal discussion geared to include even the shy people"--are indicative of this.

(6) Self-analysis and course analysis by students can make one cautious of facile generalizations about "student opinion." A detailed questionnaire on specifics is far more helpful both to teacher and student than a generalized "I liked the course," which may be merely a favorable reaction to the personality of the teacher, without much concomitant learning. However, it is difficult to separate the importance of the teacher's classroom personality from the learning process itself. And even the best of materials and methods may lose much of their effectiveness if the teacher is dull, unenthusiastic, devoid of energy, spontaneity, or imagination. The teaching process, whatever the methodology or materials, must still be flavored with understanding, flexibility, wit, and humor.

(7) Students are not always in a position to know precisely what they learned from a course at the conclusion of the course. Sometimes, the realization of what they learned comes later on, and may even surprise them. A student's opinion near the end of the course may be quite different from what it was during the early weeks. A student's reaction may change from unfavorable to favorable or the reverse.

(8) Our culture makes a fetish of "organization." And it cannot be denied that a course which is well organized is more likely to be effective than one which is disorganized. Students tend to be impressed with a course which shows careful preparation and organization, and feel less kindly disposed toward a course which lacks organization. However, it is quite possible for inadequate materials to be well organized by an uninspiring teacher. The question, then, is not "organization," in and of itself, but the organization of what by whom, to what end and with what fairly discernible results.

(9) The importance of intellectual and cultural content in text materials even in a beginning language course cannot be overestimated, especially when dealing with adolescents and young adults. Language teachers must remember that a student who is exposed to literary values, philosophical problems, scientific concepts, historical traditions, and political revolutions in his other courses is entitled to some intellectual stimulation even in an elementary language course, and this can be accomplished despite the necessity of a lot of time to be spent on the acquisition of language skills.

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As a postscript, we might add that the success of our intensive program with the first edition of *Modern Spanish* in the summer of 1965 encouraged us to have another summer program in 1966, this time with the second edition of *Modern Spanish,* and organized along lines similar to those of last summer. One of the two teaching assistants in 1966 taught in the 1965 program, the other was new to the program but had the necessary competence and training to do an effective job. And the role of director and teacher in the program, which I had in 1965, was filled in 1966 by Prof. Joan Ciruti.